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ABSTRACT

A card used by the Cambridge Junior High School (Minnesota) to advise parents of the pupil's progress is provided. The card is based on 100 total points which are divided into several categories to reveal a student's academic and social progress. The categories are: test results, lab work, daily work, discipline in class, attitude toward subject, class discussion, and study time. Point values vary for each subject, and the values placed for marking are those recommended by each department. Some of the reward of the reporting system are: (1) it has eliminated the A-B-C-D-F method of grading; (2) it has maintained incentives for achieving good grades in tests and daily work; (3) low-ability students are able to preserve their personal esteem by scoring well in areas not measured by academic ability; and (4) each student is evaluated as an individual. Parents, students, and teachers have shown positive responses to the system. (DB)

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STUDENT EVALUATION - PARENT REPORT
CAMBRIDGE JUNIOR HIGH SCHOOL
CAMBRIDGE, MINNESOTA

"Evaluation of a student's work is a basic, if not the most important function of teaching." Parent and student knowledge of the strength and weakness of the student's work is absolutely necessary. Without this evaluation it is difficult to assess where improvement and help is needed.

With all the furor on student evaluation and grading, most schools are slow to abandon an archaic marking system. We find most schools still clinging to the A-B-C-D-F method of grading even though most educators know that such an evaluation system conveys little information about a student, does much to destroy a student's self image by constantly reminding him he is a failure and for some of the good students, serves only as a measuring device for intellectual achievement.

The Cambridge Junior High School, over a period of years has attempted a number of varied grading systems. These ranged from pass-fail, satisfactory-unsatisfactory, written comments to parents, and included a number of parent conferences. Our results with all of these systems proved failures. Parents either rejected the program or students felt the evaluations did not provide incentives for learning.

As a result of this unrest in the evaluation and reporting procedures the teaching staff at the Cambridge Junior High School began investigating methods of improving communication to parents on their pupil's progress. A committee of parents and teachers along with student feedback in their classrooms worked for one year to devise a system satisfactory to the needs of all groups. The result of their effort is the card we now use.

The card is based on one hundred total points which are divided into several categories to reveal a student's academic and social progress. Point values vary for each subject and the values placed for marking are those recommended by each department. Logically, the point totals and categories for evaluation which our teachers feel significant may not be those which other schools would use. Interested schools would need to determine their own evaluations both in points allowed and categories for evaluation. In this handout is an example of one subject area and it is hoped that after the discussion, areas in question will be answered.

Some of the rewards to come out of this reporting system are as follows:

1. It has elminated the archaic A-B-C-D-F method of grading.

2. It has maintained incentives for achieving good grades in tests and daily work.

3. Low ability students are able to preserve their personal esteeem by scoring well in areas not measured by academic ability. We feel it enhances the self concept.

4. Each student is evaluated as an individual.

In the Fall of 1972 the Cambridge Junior High School embarked on a new reporting system to parents concerning measurement of student work and social adjustment. As of this writing we have not received a single negative criticism. Parents as well as students have indicated enthusiastic acceptance to the system. Lack of concern and frustration with a marking system which encouraged failure was obvious in other programs. Today students are concerned with their evaluations and generally seek out instructors for an explanation of points earned.

Teachers have indicated this system brings instructors into closer contact with all students. The obscure student who sits in the classroom area with little recognition is now examined as the person she is and the evaluation for her becomes as important and critical as the student who excels. Teacher response is best illustrated by a comment from one of my mathematics instructors who said, "I don't mind the work as long as I feel the evaluation gets the job done."

Summing up, I can say that as an educator and as a parent I am excited with our reporting system. Parents, students and teachers have all reflected honest and positive responses. This does not mean that as a measuring device it is an end in itself, but only another step in the attempt to better evaluate and report student progress.

5. Parent comments reflect the following responses:

   a. "Very informative."

   b. "Teachers are usually very accurate on reports for my children."

   c. "Replaces need for parent conferences and eliminates need for such a meeting."

   d. "Point scale in different areas helps me see my student in the classroom."

   e. "I feel these are the best report cards that I have ever seen."

Many other responses of a similar nature were listed in the evaluation at the close of the 1971-72 school year.

One final comment: To accurately grade or evaluate students, teachers must be given time to do justice to the program. The grading is time consuming and requires hours of work. Yet in the final analysis, we feel the time spent is worthwhile and gives a personal touch to teaching not evidenced in a computerized, cold, statistical report slip with the out-dated A-B-C-D-F grades.

CAMBRIDGE JUNIOR HIGH SCHOOL

Student Evaluation - - Parent Report

PHONE 689 - 3030

NAME_____ Subject - - SCIENCE Grade 7 8 9

TEACHER_____ EVALUATION PERIOD 1 2 3 4

The following scores are an evaluation of your student's progress this evaluation period. The evaluation is based on 100 total points which are divided into several categories to reveal your student's academic and social progress.

EVALUATION PERIOD	I	II	III	IV	EXPLANATION OF POINTS
I. Test Results	25	25	25	25	Exceeds the standards
	20	20	20	20	Above Average
	15	15	15	15	Average
	10	10	10	10	Below Average
	5	5	5	5	Poor
II. Lab Work	15	15	15	15	Above Average
(small group work, workmanship,	10	10	10	10	Average
lab notebook)	5	5	5	5	Below Average
	1	1	1	1	Seldom does required work
III. Daily Work	15	15	15	15	Above Average
(satisfactory completion of written	10	10	10	10	Average
assignments)	5	5	5	5	Below Average
	1	1	1	1	Seldom does required work
IV. Discipline in class	15	15	15	15	Healthy attitude toward teachers and classmates
(manners - respect for others - classroom behavior)	10	10	10	10	Average
	5	5	5	5	Behavior problems - not serious
	1	1	1	1	Causes a great deal of trouble - general disturbance
V. Attitude Toward Subject	10	10	10	10	Sustained and intense
	8	8	8	8	High
	6	6	6	6	Normal
	4	4	4	4	Moderate
	2	2	2	2	Low
VI. Class Discussion	10	10	10	10	Always contributes
(contributes or questions, positive	7	7	7	7	Generally contributes
and desirable, attentiveness)	4	4	4	4	Occasionally contributes
	1	1	1	1	Never contributes - undesirable contributions
VII. Study Time	10	10	10	10	Excellent use of time
(groupwork, independent study)	7	7	7	7	Usually gets work done in time alloted (fair study habit)
	4	4	4	4	Wastes time but gets by
	1	1	1	1	Poor study habits - does not use time well and consequently distracts others

TOTAL POINTS EARNED_____

DAYS ABSENT_____

PARENT CONFERENCE NEEDED_____ I II III IV

COMMENTS:

POINT SCALE	
86 - 100	Superior
66 - 85	Above Average
50 - 65	Average
Below 50	Below Average (Indicates problems)